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ABSTRACT

This guide is designed to serve as a resource for secondary and postsecondary occupational educators who are interested in initiating or expanding articulation agreements. It is designed in an informal question and answer format with content based on results of a research project which collected information through interviews with secondary and postsecondary occupational educators. The guide highlights: (1) the benefits of articulation related to career exploration, recruitment, motivation, public relations, and avoiding the duplication of programs; (2) the characteristics of successful articulation agreements, including clarity of intent, flexibility of approach and perspective, compatibility of goals, simplicity, and ongoing communication; and (3) suggested strategies for the design and implementation of agreements. The guide also identifies potential problems or barriers, such as incompatibility between curricula, lack of support, needless delay, and unrealistic expectations; and offers suggestions for follow-up and evaluation of agreements. Sample articulation forms are also included. (LAL)

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# *A GUIDE FOR ARTICULATION BETWEEN POSTSECONDARY AND SECONDARY OCCUPATIONAL PROGRAMS*

*Two-Year College Development Center*
*SUNY-Albany*
*in cooperation with*
*Bureau of Grants Administration*
*State Education Department*

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# *A Guide for Articulation Between Postsecondary and Secondary Occupational Programs (VEA 53-85-301-0370)*

*This guide has been developed to serve as a resource for secondary and postsecondary occupational educators who are interested in initiating or expanding articulation agreements. It is designed in an informal question and answer format. The content is based on results of a research project, Articulation: Assessing the Effectiveness of Selected Agreements Between Secondary and Postsecondary Levels (VEA 53-85-301-0370), done in cooperation with the Bureau of Grants Administration, New York State Education Department.*

*The guide highlights the benefits of articulation, the characteristics of successful agreements, and suggested strategies for design and implementation of agreements. Identification of potential problems or barriers and suggestions for follow-up and evaluation of agreements are also included. The guide is primarily based on information collected through interviews with secondary and postsecondary occupational educators who have been actively involved in articulation agreements.*

*For further details and discussion of specific data regarding existing articulation efforts between secondary and postsecondary institutions in New York State, the reader is referred to the Final Report of the project. As questions arise, project staff are willing to discuss them with you and refer you to your colleagues in New York State that could provide first-hand information related to your question.*

*Two-Year College Development Center*
*State University of New York at Albany*

## Guide for Articulation Between Postsecondary and Secondary Occupational Programs

*A.) Why bother to articulate?*

- Students can gain advanced standing or college credit and avoid instructional repetition.
- Recognition through advanced credit can be a motivator that some students need to continue study.
- Provides students with opportunities for more course options.
- Serves as a career exploration strategy for secondary students because of increased exposure to college and faculty.
- Has potential to serve as an additional recruitment tool.
- Is an effective public relations tool exemplifying cooperation among institutions and more efficient use of taxpayer money.
- Provides a strategy to address community service obligations.
- As a way to avoid costly duplication of selected facilities and resources.

*B.) What kinds of programs are conducive to articulated agreements?*

- Advanced placement/credit/standing is the most common objective of formal articulation agreements.
- Non-credit/continuing/adult education is usually rated as very successful—an all-win situation, and often leads to other cooperative efforts because of trust that grows from the successful experience.
- When a need arises that sharing facilities and/or resources could solve.
- Any situation that has mutual benefits attached to cooperation.
- Targeted job training for area residents/employers.

*C.) What helps make agreements successful?*

- Choose an area of mutual benefit.
- Clarify the intent of any potential working relationships.
- Identify procedures for coordination.
- Insure overt administrative commitment and support.
- Be flexible in approach and perspective.
- Provide opportunities to facilitate growth of trust, confidence and respect between faculty members at each level.
- Provide for ongoing communication between administrators at each level.
- Seek agreements where goals are compatible.
- Insure for the maintenance of curriculum integrity at each level.
- Work for simplicity in the written agreement.

D.) *What should be considered before discussions are initiated?*

- Identify local need(s) that might be addressed through cooperation with another agency.
- Determine the potential payoff to your institution, students and/or community.
- Determine which programs appear to be good candidates for cooperative ventures. Look for programs with easily established program content (such as technical or skill courses which lend themselves to competency assessment) and for courses with potential overlapping content at the two levels (such as introductory or orientation courses).
- Identify likely partner(s), agencies that have ongoing lines of communication with your institution.
- Determine the existence of informal linkages already in place with potential partners (such as serving on advisory committees).

E.) *What are some strategies for getting started?*

- Seek discussion and exchange between coordinators and administrators at the two institutions to "test the waters" and assess the feasibility of continuing.
- Review the potential benefits to clients or institutions.
- Talk to peers at other institutions who have experience in the area.
- Schedule continuing discussions until both potential partners are confident that objective discussions can be reached regarding the development of the agreement.

F.) *What signifies serious problems or barriers to potential success of the agreement?*

- Incompatibility between curricula.
- Lack of support by either level from involved faculty, staff or administration.
- Extreme difficulty in setting or scheduling meetings.
- Obvious philosophical or perspective differences.
- Needless delay or postponement on the part of potential partner.
- Unrealistic expectations of the potential number of participants or the scope of the effort.
- Differing short-range goals, such as a multi-program course agreement versus program-by-program/course-by-course agreements.
- Basing future success in purely economic terms.

G.) *Is articulation a costly process?*

- The major costs should be indirect; time of administrators, faculty and coordinator if appropriate.
- Growth in number and scope of articulation agreements may necessitate staff time allocation to coordinate the activities.
- Direct costs should be offset by program revenues.

*H.) If everything appears positive, what are the next steps?*

- Continue to involve staff members at both levels in appropriate discussions.
- Determine what specific actions or decisions are needed, involve appropriate staff in making those recommendations and continue to finalize in accordance with the integrity and mission of your program.
- If recommendations are acceptable to involved parties, draw up an appropriate agreement form. A simple, brief form has proven most efficient and usable. The agreement form should include eligibility requirements, target group(s), program identification, anticipated outcomes or benefits, agreeing partners indicated, signatures of official representatives of agreeing partners. (Samples attached.)
- Acquire appropriate signatures at both institutions.

*I.) Once agreements are in place, what's next?*

- Market the existing agreements to students and community.
- Monitor progress of articulated agreement. Evidence of progress will vary by the purpose of the agreement.
- Maintain ongoing contact between involved staff members and administrators at both institutions.
- Based on monitoring, suggest revisions, update agreement terms, and if outcomes warrant the effort, look to other potential areas for agreements.

*J.) What kinds of strategies may be employed to determine effectiveness?*

- Retention-attrition data collected by college and/or through follow-up by secondary agencies.
- Annual review.
- Formal evaluations using pre/post, competency assessment, performance checklists and others.
- Teacher-staff observations and resulting consensus review.

*K.) What were those steps again?*

1. Estimate potential benefits from articulation through consideration of local needs and potential feasibility of linkages.
2. Initiate contact, discussion and consultation between potential partners.
3. Decide to proceed (or disband) active quest for an articulation agreement.
4. Undertake serious discussions to develop mutually agreeable terms for the written agreement form
5. Sign, publicize and market the program.
6. Assess the results and revise the agreement.
7. Consider other ways in which cooperation could be mutually beneficial.

## *SAMPLE ARTICULATION FORM*

### *_____ COLLEGE & _____ BOCES*
### *Articulation Agreement*

*_____*
*(Program)*

Based upon mutual concern for providing programs in _____ (program) which will build upon past experiences of students and eliminate unnecessary duplication of instruction, the relevant faculties of BOCES and Community College subscribe to the following memorandum of understanding:

Following discussion and exchange of course outlines between the faculty of these two institutions, the conclusions reached were that there is substantial agreement between the competencies developed in the BOCES _____ and those competencies developed in the College's _____ course.

Consequently, it is agreed, subject to the following conditions, that _____ College will grant credit for _____ to each person who holds a valid _____ Certificate issued by BOCES.

1. The BOCES graduate must have completed the _____ Program within the past school year prior to entering _____ College.

2. The BOCES graduate must have the recommendation of his/her BOCES _____ Instructor.

3. The graduate must have obtained a grade of "C" or better from the BOCES program on the following competencies:

   (a)
   (b)
   (c)
   (d)
   etc.

4. _____ BOCES and _____ College will review course objectives and outlines on a yearly basis.

The College, through its procedure for advanced placement credit, reserves the right to make the final determination concerning the advanced placement of all students. This procedure requires an interview with the _____ College faculty member designated below.

_____
Director/Coordinator
BOCES

_____
President/Dean
College

_____
Instructor
BOCES

_____
Instructor
College

# *SAMPLE ARTICULATION FORM*

*_____ COLLEGE*

*and*

*BOARD OF COOPERATIVE EDUCATION SERVICES*

*AGREEMENT*

This AGREEMENT is made on the _____ day of _____ between _____ COLLEGE, hereinafter refered to as the COLLEGE

and the

BOARD OF COOPERATIVE EDUCATIONAL SERVICES, hereinafter referred to as BOCES.

WITNESSETH:

The parties herewith enter into an agreement for the purpose of the COLLEGE offering credit courses in _____.

1. NOW, THEREFORE, the parties agree as follows:

a. This Agreement shall commence _____, and shall remain in effect for a period of one year, terminating _____. Negotiations pertaining to renewal, extension or cancellation of this agreement shall commence by _____.

b. To schedule credit courses to be offered at BOCES facilities.

2. THE COLLEGE agrees:

a. To pay BOCES for the term of this Agreement, a rental fee calculated at _____ per room per day or evening period.

b. The COLLEGE will provide BOCES with a Certificate of Insurance and does agree to hold BOCES harmless from any action arising from any situation occurring as a result of COLLEGE breach of its obligations pursuant to the terms of this Agreement and the law.

3. BOCES agrees:

a. To provide heating and lighting for all classrooms

b. To provide and maintain parking area

c. To provide, maintain, and insure the classrooms and equipment used for the COLLEGE classes at the BOCES facility and to provide the COLLEGE with a Certificate of Insurance and does agree to hold the COLLEGE harmless from any actions arising from any situation occurring as a result of BOCES breach of its obligations pursuant to the terms of this Agreement and the law.

IN WITNESS THEREOF, the parties have executed this AGREEMENT.

_____ COLLEGE

By: _____
President

Date: _____

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

By: _____
District Superintendent

Date: _____



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